



Willow Lane Community Primary School

REMOTE EDUCATION

Remote education provision: information for mums, dads and carers

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education if local restrictions require the whole school or entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual children are self-isolating, please see the final section of this document.

What should my child expect from immediate remote education in the first day or two of children being sent home?

- A child's first day or two of being educated remotely might look different from our standard approach, while we take all the necessary actions to prepare for a longer period of remote teaching.
- A text message will be sent to all parents and carers directing them towards the most recent class newsletters, also available on the school website. These have individual tasks and activities for children to work through in the first days of school closure (or self-isolation).
- The links on newsletters will primarily use online resources and sequences of learning that will be similar to the learning other children are completing in class. The Oak National Academy and BBC Bitesize resources are examples of the quality resources we will utilise.
- All children have a **pack** of resources including maths and English books, paper, a pencil, and login sheets for Seesaw etc. Depending on the age and ability of the child, it may also include other resources eg phonics mats, number grids etc. These will provide the core to remote learning in the coming days/weeks and will be sent home with your child where possible, or will be delivered to individual homes within the first day or two of closure.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely to that which we teach in school. However, we have needed to make some adaptations in some areas. Maths and English teaching will be delivered daily whilst other subjects will be taught through a 'topic' approach, encouraging children to develop skills and knowledge across a range of subjects over time. The learning will reinforce and embed core knowledge and skills rather as well as provide new learning (although it is recognised this is best taught in a classroom). The school has invested significant time and funds on these approaches and the children have used their packs in school to become familiar with our approach.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

- We expect that remote education (including remote teaching and independent work) will take Primary school-aged children broadly 3-4 hours each day.

Accessing remote education

How will my child access any online remote education we are providing?

- All children will have received a **pack** of resources including maths and English books, paper, a pencil, and login sheets for Seesaw, Timetable Rockstars, Nessy etc. Depending on the age and ability of the child, the pack may also include other resources eg phonics mats, number grids etc.
- Children with SEND needs will receive differentiated learning and also have access to their online software packages such as **Nessy**.
- Children from Year 2 to Year 6 will be able to access their **TTRockstars'** accounts.
- Children will be able to take photos of their learning to share with their teacher using Seesaw. Teachers will interact and provide feedback through this platform.
- P.E will be encouraged through the use of specific online resources or apps (eg Joe Wicks) as identified by individual class teachers via their Seesaw videos shared with children, but this will be dependent upon rules within the locality at different times. Physical exercise is good for both physical and mental health.

If my child does not have digital or online access at home, how will we support them to access remote education?

- We recognise that some children may not have suitable online access at home. We take the following approaches to support these children to access remote education:
- Our approach to remote education is blended therefore all children can access learning through physical resources (textbooks) as well as online interactions. This approach is most effective when children have good online access.
- We are able to request extra data for mobile devices for disadvantaged children as long as they meet the following criteria from the providers involved in this initiative: they have 1) no broadband connection at home, 2) cannot afford additional data and one of the following 3) have had their face-to-face education disrupted, are clinically extremely vulnerable and therefore shielding, live in a household with a family member who is clinically extremely vulnerable or cannot attend school because restrictions prevent it.
- If families cannot get a mobile data increase, we can request a 4G wireless router for disadvantaged children who have had their face-to-face education disrupted, are clinically extremely vulnerable and therefore shielding or live in a household with a family member who is clinically extremely vulnerable.
- The school has been allocated 35 devices (laptops/tablets) by the DfE which can be loaned out to disadvantaged children (maximum one per household) who do not have a device to assist with their remote education. At the time of writing, we are not able to access these devices yet as Secondary School aged children are being prioritised.

How will my child be taught remotely?

- Our remote education approach will be **blended** – it will mix online teaching and physical resources (books provided by school).
- Every day your child will be able to watch a Maths video, an English video and a Topic video on their **Seesaw** Account.

- These short videos will be delivered by their own class teacher and will teach specific content, eg reinforcing the maths method needed, explaining words in a text or modelling how we handwrite, and explain the learning expected.
- The children's sequence of learning will link to the paper books provided or other links made clear on the Seesaw posting.
- Parents and carers may also be directed towards commercially available websites which support the teaching of specific subjects. This will include Phonics Play, BBCBitesize, BBC.com/mediacentre, Oak National Academy lessons, etc.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect children to engage with remote learning **daily** and to share this with school staff through the Seesaw app using photos of work and/or comments posted online using their personal log-in details.
- Class teachers, as long as they are feeling well enough, will be able to respond to your child's learning thus maintaining that vital relationship link which makes primary education successful. Class Teaching Assistants have also been trained in this and will also provide feedback.
- Learning is best when parental support is provided, alongside routines, and when regular daily systems are set up around the use of devices. This is particularly important in households that may have more than 1 child requiring support or device access to ensure that individual remote learning is possible within a family.
- We expect that remote education (including remote teaching and independent work) will take Primary school-aged children broadly 3-4 hours each day.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Class teachers will be online regularly to review and check the engagement in remote learning for their class. It is important that all children complete remote learning and record this using the relevant system on the Seesaw app. This is done by uploading and sharing photos of work, as well as by posting a response and comment on individual work set. Class teachers are able to see those children that are not accessing the remote learning and will contact parents individually to support this regularly. Should this interaction between parent and class teacher bring about no change in access of remote learning then the head teacher will contact parents individually to discuss further.

How will you assess my child's work and progress?

- Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback via a short video or short comment about individuals work regularly are also valid and effective methods, amongst many others. Our feedback to children will be regular and assessment will feed back into the future work which will be planned. Teachers are able to look back over work completed by individuals over time and use these as ongoing methods of assessment.

Additional support for children with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

- We recognise that some children, for example some children with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those children in the following ways:
 - Individual and differentiated work will be set by the class teacher in consultation with the SENCO in school.
 - The SENCO in school will make regular contact with parents and carers to check on the progress and discuss any difficulties they may be having with remote learning.
 - Individual support may be offered or put in place following conversations with SENCO and parent where necessary and this will be individual to each case.
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Remote education for self-isolating children

Where individual children need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching children both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- In the event of a child needing to self-isolate whilst the majority of their peer group remains in school remote learning will follow the same systems as in the first day or two of school closure. This will be by using the information and guidance on the reverse of the most recent class newsletter for specific year groups and completing the learning identified on there.
- The links on newsletters will primarily use online resources and sequences of learning that will be similar to the learning other children are completing in class. The Oak National Academy and BBC Bitesize resources are examples of the quality resources we will utilise.
- This will follow the same 'topics' that are being covered in school at that time and will allow children to continue and consolidate learning at home. Parents and carers will be sent the link to the relevant newsletter via text message at the start of isolation absence.